Mark Scheme (Final)

January 2022

Pearson BTEC Level 3 – Children's Play, Learning and Development

Unit 1: Children's Development (31597H)

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January 2022
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Unit 1: Children's Development

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the marking grid.
- Where judgement is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The marking grids have been designed to assess learner work holistically.
Rows in the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer, in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band, depending on how they have evidenced each of the descriptor bullet points.

Children's Play, Learning and Development
Unit 1: Children's Development
January 2022

Question Number	Answer	Mark
1a	• A – Basic reflexes	1

Question Number	Answer	Mark
1b	Award **one** mark for a correct response up to a maximum of **three** marks. • Push-along toys • Tunnel • Tent • Musical instruments/ tambourine/bells • Slide/steps Do not accept soft play area as this is the room and not a specific resource.	3

Question Number	Answer	Mark
1c	Award **one** mark for each aspect of the theory identified and **one** further mark for a correct linked response. Up to a maximum of **four** marks. • Bruner states children are active learners/take part in active learning (1) Minh is drawing/ crawling/ playing peek-a-boo (1) • Enactive stage involves repeating active learning (1)/ Minh is doing this when he crawls through the tunnel/ plays peek-a-boo several times (1) • Minh is in the enactive stage/mode (1) which means he learns through physical play/ engaging with objects/ playing musical instruments (1) • Scaffolding/key person is giving support when he is playing (1) this will help Minh to learn new concepts/develop new ideas (1) • The next mode is iconic which means Minh will start to learn through mental images (1) drawing will help him to develop this / he likes to look at pictures in books (1)	4

	Accept any other phrasing/appropriate response. Do not award marks for symbolic mode/stage.	

<table>
<tr><th>Question Number</th><th>Answer</th><th>Mark</th></tr>
<tr><td>1d</td><td>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below.

Mark scheme (Award up to 8 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

<table>
<tr><th>Level</th><th>Descriptor</th><th>Mark</th></tr>
<tr><td>Level 0</td><td>No rewardable material.</td><td></td></tr>
<tr><td>Level 1</td><td>Limited understanding of Vygotsky’s theory.
No links to physical development.
Points made will be superficial /generic.
Points may not be applied or directly linked to Minh and may not be age/stage appropriate.</td><td>1-3</td></tr>
<tr><td>Level 2</td><td>There will be some description of Vygotsky’s theory.
There will be some links to physical development.
There may be some points described in detail.
Some points are directly applied to Minh and are age/stage appropriate.</td><td>4-6</td></tr>
<tr><td>Level 3</td><td>A good discussion of Vygotsky’s theory.
There will be strong links made to physical development.
There will be a range of points discussed in detail.
Points made are directly applied to Minh and are age/stage appropriate.</td><td>7-8</td></tr>
</table>

The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but learners should be rewarded for other relevant answers.

<u>Theory:</u></td><td>8</td></tr>
</table>

	• Vygotsky's theory has a zone of actual development (what a child can already do) and a zone of proximal development (what the child can do with support) • There is also a zone of potential development (what the child could achieve in the future) • Vygotsky stated that scaffolding can support a child whilst they are learning a new skill • Adults/Early Years Practitioners need to observe children to know the stage the child is at, so they can support effectively • Children can learn from More Knowledgeable Other • Vygotsky thought language was key to learning • Vygotsky's theory leads to 'sustained shared thinking' approach. <u>Application</u> • The key person could observe to see what Minh can achieve on his own • The key person saw Minh was struggling to use the crayon (zone of actual development) • The key person gave support to help him use the crayon/make marks (zone of proximal development) • The key person scaffolded Minh, by guiding his hand and then removing the support and letting him do it on his own • The key person supported Minh when he was climbing the slide (scaffolding). The key person told him where to put his feet, to help him progress through ZPD by the use of language • The key person is the More Knowledgeable Other and supports Minh • The key person should give Minh activities that build on each other to support progress through the zone • The key person is using 'sustained shared thinking' approach when working with Minh on his drawing. <u>Making links to other areas of development</u> • Minh could work alongside other children in soft play to develop his social skills, whilst developing his physical skills	

Question Number	Answer	Mark
2a	• B – Counting plates	1

Question Number	Answer	Mark
2b	Award **one** mark for a correct response up to a maximum of **three** marks. • Threading pasta onto string • Sand tray using buckets and spades • Stacking beakers • Drawing pictures • Using a spoon • Washing up a plate Do not accept sand tray on its own. Response MUST include an action.	3

Question Number	Answer	Mark
2c	Award **one** mark for each aspect of the theory identified and **one** further mark for a correct linked response. Up to a maximum of **four** marks. • Children observe their peers to notice actions/ remember the behaviour they have observed (1) Colleen is watching the older children/childminder as they play/ Colleen may have remembered the behaviour if there has been a pretend home area before (1) • Children learn through copying others (1) Colleen is learning about symbolic/pretend play by eating pretend food (1) • Children are more likely to copy people who are important/interesting to them (1) Colleen is copying older children/ her childminder//improving her skills (1) • Role models can be positive or negative (1) childminder/older children can be the role model for Colleen to show good/wanted behaviour (1) Only award one mark for Bobo doll experiment, unless it is appropriately applied to the scenario.	4

<table>
<tr><th>Question Number</th><th>Answer</th><th>Mark</th></tr>
<tr><td>2d</td><td>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the levels descriptors and indicative content below.

The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content, but learners should be rewarded for other relevant answers.

<table>
<tr><td colspan="3">Mark scheme (Award up to 8 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</td></tr>
<tr><th>Level</th><th>Descriptor</th><th>Mark</th></tr>
<tr><td>Level 0</td><td>No rewardable material.</td><td></td></tr>
<tr><td>Level 1</td><td>Limited understanding of Piaget’s theory.
No links to cognitive development.
Points made will be superficial/generic.
Points may not be applied or directly linked to Colleen and may not be age/stage appropriate.</td><td>1-3</td></tr>
<tr><td>Level 2</td><td>There will be some description of Piaget’s theory.
There will be some links to cognitive development.
There may be some points described in detail.
Some points are directly applied to Colleen and are age/stage appropriate.</td><td>4-6</td></tr>
<tr><td>Level 3</td><td>A good discussion of Piaget’s theory.
There will be strong links made to cognitive development.
There will be a range of points discussed in detail.
Points made are directly applied to Colleen and are age/stage appropriate.</td><td>7-8</td></tr>
</table>
<u>Indicative Content:</u>

<u>Theory:</u>

• Piaget thought children learnt from doing things / taking part in practical experiences
• Piaget thought children needed to learn for themselves and didn’t need the support of adults
• Pre-operational stage is from 2–7 years
• Sensori-motor stage is from 0–2 years
• Pre-operational means children are beginning to learn to manipulate the environment and to represent objects with words. They are not always logical
• Animism is where children believe objects/toys have feelings/ are real
• Egocentrism is where a child can only see things from their own point of view, and is part of the pre-operational stage

• Conservation of mass is where children understand that amounts stay the same, regardless of a change in their appearance.</td><td>8</td></tr>
</table>

	Application: • There is a wide range of activities for Colleen to choose from, which will support her learning through experiences • Colleen is in the pre-operational stage, but may still show some aspects of the sensori-motor stage, as she is only three years old • The childminder is still providing activities to promote the sensory and motor aspects, by having activities to promote fine motor skills and senses, such as drawing and sand play • Colleen is beginning to explore her environment more and the childminder is supporting this by providing opportunities for imaginative play • Colleen is developing symbolic play and the childminder supports this by playing alongside her/ providing appropriate resources • Colleen shows aspects of animism by talking to the teddy/ saying the teddy likes the necklace / giving the teddy feelings • Colleen could use the buckets in the sand tray to begin to understand conservation of mass • Colleen is egocentric as she doesn't understand other's viewpoints • She cannot understand why everyone doesn't like teddy bears • The childminder could support Colleen to think about other's viewpoints during their play. Links to other areas of development • Links to physical development Do not award references to schema, unless these are directly linked to the stages theory.	

Question Number	Answer	Mark
3a	Award **one** mark for a correct response up to a maximum of **two** marks. • Teacher giving praise • Putting model on display • Showing the model truck to Tendai's father	2

Question Number	Answer	Mark
3b	Award **one** mark for a correct response up to a maximum of **two** marks. • Having a label on his model • Reading/looking at books	2

Question Number	Answer	Mark
3c	Award **one** mark for the identification and **one** additional mark for the appropriate expansion to a maximum of **four** marks. • Language rich environment helps children to learn language (1) the teacher could encourage this by having lots of opportunities to hear language/ this is being provided by the teacher letting Tendai join in with small groups (1) • There is a critical period (0–10 years) to learn language (1) critical period applies to learning more than one language/the teacher knows Tendai is five and a half years old / within that critical period (1) • Chomsky believed we have a Language Acquisition Device (1) which enable children to learn language without being specifically taught it / children are learning through their experiences/more than one language can be learnt (1) • Chomsky said children have an innate ability to learn language / children are pre-wired to learn language (1) Tendai will be able to learn a second language in the same way as his home language (1) Do not accept initials LAD, without them being written in full. Accept any other appropriate response.	4

<table>
<tr><th>Question Number</th><th>Answer</th><th>Mark</th></tr>
<tr><td>3d</td><td>
Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below.
The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but learners should be rewarded for other relevant answers.

Mark scheme (Award up to 8 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.
<table>
<tr><th>Level</th><th>Descriptor</th><th>Mark</th></tr>
<tr><td>Level 0</td><td>No rewardable material.</td><td></td></tr>
<tr><td>Level 1</td><td>Limited understanding of Bronfenbrenner’s theory.
No links to development.
Points made will be superficial/generic.
Points may not be applied or directly linked to Tendai and may not be age/stage appropriate.</td><td>1-3</td></tr>
<tr><td>Level 2</td><td>There will be some description of Bronfenbrenner’s theory.
There will be some links to development.
There may be some points described in detail.
Some points are directly applied to Tendai and are age/stage appropriate.</td><td>4-6</td></tr>
<tr><td>Level 3</td><td>A good discussion of Bronfenbrenner’s theory.
There will be strong links made to development.
There will be a range of points discussed in detail.
Points made are directly applied to Tendai and are age/stage appropriate.</td><td>7-8</td></tr>
</table>

<u>Indicative content:</u>
<u>Theory:</u>

• Understanding of Bronfenbrenner’s systems theories (micro/meso/exo/macro/chrono)
• Micro system is those nearest to the child/with most influence on the child
• Meso system is two micro systems working together
• Exo system is beyond immediate/everyday experience of the child but has an impact upon them
• Macro system is something which is out of the control of the child
• Chrono system is the impact of society and the history of child’s family.

<u>Application</u>

• The teacher is in Tendai’s micro system
• Tendai’s parents are a micro system
</td><td>8</td></tr>
</table>

	• The teacher is taking photos of Tendai's work to show the parents – meso system, as two micro systems coming together • At parents evening the teacher and his father meet, this is meso system as two micro systems interact • Translator from a charity is provided from the wider environment/ other people in society support this – chrono system • Tendai had to move to the UK because his mother changed her job, this was outside Tendai's control – macro/ exo system. • Tendai's mum is a doctor working for the NHS and maybe working long hours/be very stressed. This would impact on Tendai but be out of his control – macro/exo system. <u>Links to other areas of development</u> • Playing with other children Tendai may learn language quicker • Showing photos to parents may help his emotional development. <u>Links to other theories</u> If diagram only with no further application then limited to mark band 1.	

Question Number	Answer	Mark
4a	Award **one** mark for a correct response up to a maximum of **two** marks. • Counting the bricks in the tower • Sticking tissue paper onto sheep templates of different sizes • Jumping into shaped hoops	2

Question Number	Answer	Mark
4b	Award **one** mark for a correct response up to a maximum of **two** marks. • Building tower of bricks • Gluing/sticking tissue paper	2

Question Number	Answer	Mark
4c	Award **one** mark for each aspect of the theory identified and **one** further mark for a correct linked response. Up to a maximum of **four** marks. • Positive reinforcement (1) is used by the Early Years Educator to encourage Bella to repeat wanted behaviour/ to build the tower of bricks again (1) • Primary reinforcers are used (1) Is an immediate reaction to wanted behaviour/ as the children are too young for secondary reinforcers (1) • Operant conditioning (1) can be seen when the Early Years Educator gives praise to Bella (1) • Non-verbal reinforcers are being used (1) the Early Years Educator is smiling and clapping (1)	4

Question Number	Answer	Mark
4d	Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers	8

may cover some/all of the indicative content but learners should be rewarded for other relevant answers.

Descriptor	Mark
No rewardable material.	
Limited understanding of Bowlby's theory. No links to attachment. Points made will be superficial/generic. Points may not be applied or directly linked to Bella an may not be age/stage appropriate.	1-3
There will be some description of Bowlby's theory. There will be some links to attachment. There may be some points described in detail. Some points are directly applied to Bella and are age/stage appropriate.	4-6
A good discussion of Bowlby's theory. There will be strong links made to attachment and emotional development. There will be a range of points discussed in detail. Points made are directly applied to Bella and are age/stage appropriate.	7-8

Indicative content:
Theory:

- Children make attachment to one main person – monotropy
- Physical care is not enough, babies need to make an attachment to promote their emotional development
- There is a critical period of one year in which to make the attachment
- If attachment is not made, then this can have a negative impact on the child's emotional and social development throughout their lives.
- Babies show distress (cry/scream/reach out) when separated from their main carer
- If this separation goes on for a long time then babies/young children can suffer from 'maternal deprivation'
- Attachments can help form an Internal Working Model (IWM) – this is a view the children have of themselves in relation to others
- Children can suffer separation anxiety when they are apart from their main carer
- Stages of separation anxiety: protest, despair, detachment
- Attachments can be made to other people.

Application:

- Bella has formed an attachment to her two mothers

	• Attachment is shown because Bella cries and reaches out to them when her parents leave • Bella is at the 'protest' stage of separation anxiety • The nursery is helping Bella to form attachments with the Early Years Educator because she has been to visit twice • The nursery should appoint a key person, so Bella is able to form an attachment with one person at the nursery. <u>Links to other areas of development</u> • Social skills can be developed through watching her key person. <u>Links to other theories</u> • Skinner, positive reinforcement when Bella settles.	

<table>
<tr><th>Question Number</th><th>Answer</th><th>Mark</th></tr>
<tr><td>5</td><td>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but learners should be rewarded for other relevant answers.

Mark scheme (Award up to 12 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

<table>
<tr><th>Level</th><th>Descriptor</th><th>Mark</th></tr>
<tr><td>Level 0</td><td>No rewardable material.</td><td></td></tr>
<tr><td>Level 1</td><td>Limited understanding of the importance of why nurseries should provide opportunities for children to learn about their bodies.
No links between why children should learn about their bodies and areas of development.
Examples may not be age/stage appropriate.
Points made and examples may be superficial/generic.
Limited analysis or reference to the importance of why nurseries should provide opportunities for children to learn about their bodies.</td><td>1-4</td></tr>
<tr><td>Level 2</td><td>There will be a good understanding of the importance of why nurseries should provide opportunities for children to learn about their bodies.
Some links between why children should learn about their bodies and areas of development.
Examples are mostly age/stage appropriate.
There are some points described in detail.
Some analysis or reference to the importance of why nurseries should provide opportunities for children to learn about their bodies.</td><td>5-8</td></tr>
<tr><td>Level 3</td><td>There will be an in-depth understanding of the importance of why nurseries should provide opportunities for children to learn about their bodies.
Strong links between why children should learn about their bodies and areas of development.
Points are explained in detail providing detailed examples.
Examples are age/stage appropriate.
Detailed analysis of the importance of why nurseries should provide opportunities for children to learn about their bodies.</td><td>9-12</td></tr>
</table>

<u>Indicative Content:</u>

<u>Recall:</u></td><td>12</td></tr>
</table>

	• Children can learn the vocabulary about their bodies, so they can name them if necessary / if they hurt themselves (language development) • It can boost children's self-image and self-concept if they know about / appreciate how their bodies work • Children can learn about hygiene and how to care for their bodies • Children can play games /sing songs/ do activities with other children to learn about their bodies e.g. 'Operation' board game / 'heads, shoulders, knees and toes' song / • Nurseries should provide activities/ games/ songs, as children may not have the opportunity for these elsewhere • Develops fine motor skills, as they learn how to do up buttons/zips. • Knowing how they are the same/different to other children <u>Understanding:</u> • If children know how to care for their bodies this can help them throughout their lives/ it can help them to stay healthy • It can boost children's self-esteem if they are aware of what their body can do / as they learn skills such as doing up coat buttons • Children become more independent and less reliant on adults / carers • Children can become aware of physical development, as they learn about how to move their bodies to get dressed / develop balance to put on clothes or shoes • Children can increase their knowledge of science, such as how the body works, what keeps bodies healthy • Early Years settings can provide children with accurate information about their bodies in an age appropriate way. • Children are able to explain what part of them hurts when they don't feel well or have had an accident <u>Analysis:</u> • If children are aware of their bodies then they can make correct choices about exercise and diet • Children can become more aware of their own safety • Children can be safeguarded because they will be aware of personal areas on their body which others shouldn't see or touch • Children can continue to develop these independence skills as they get older, boosting their emotional development • Prepares for school where they will need to change for PE / take care of personal care needs.	

	<u>Making links:</u> • Vygotsky – the setting can scaffold the children's learning about their bodies • Bruner – the activities should be at the correct level to match the children's stage of learning e.g. image based for children in the iconic stage. • Accept any other relevant theory Credit responses containing detail about NSPCC and / or 'Underwear Rule'. Accept any other relevant response.	

<table>
<tr><th>Question Number</th><th>Answer</th><th>Mark</th></tr>
<tr><td>6</td><td>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but learners should be rewarded for other relevant answers.

<table>
<tr><td colspan="3">Mark scheme (Award up to 14 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</td></tr>
<tr><th>Level</th><th>Descriptor</th><th>Mark</th></tr>
<tr><td>Level 0</td><td>No rewardable material.</td><td></td></tr>
<tr><td>Level 1</td><td>Limited understanding of the key person approach.
No links between the impact of key person approach and areas of development.
Examples may not be age/stage appropriate.
Points made will be superficial/generic and may not be applied.
Limited evaluation of the impact of key person approach.</td><td>1-5</td></tr>
<tr><td>Level 2</td><td>A good understanding of the key person approach
There will be some links between the key person approach and several areas of development
Examples are mostly age/stage appropriate.
Some evaluation of the impact of key person approach but this may be brief.</td><td>6-10</td></tr>
<tr><td>Level 3</td><td>In-depth understanding of the key person approach.
There will be strong links made between the key person approach and overall development.
Examples are age/stage appropriate.
Detailed evaluation of the impact of key person approach and links made to relevant theory.</td><td>11-14</td></tr>
</table>

<u>Indicative content:</u>

<u>Recall:</u>

• Key person approach is a requirement of EYFS statutory guidance
• A key person will look after a small number of children
• A key person liaises with parents/ other professionals
• Making an attachment with a key person can boost a child’s emotional development / confidence / self-esteem</td><td>14</td></tr>
</table>

	• Children can interact regularly with their key person, so building a relationship and their social development
	• A key person may work on activities with the child and promote their cognitive development.
	
	<u>Understanding:</u>
	
	• If the parents feel happy with the key person, then the child will feel more secure
	• If the child feels secure then they are more likely to relax and learn, so boosting their cognitive development
	• A child will look up to their key person as a role model and imitate their behaviour
	• The setting can be organised, so all Early Years Educators know who they are looking after
	• No child is overlooked if there is someone named to look after them.
	
	<u>Analysis and evaluation:</u>
	
	• If a child has additional needs, then these can be identified early
	• Early intervention can then be put in place to lessen the impact on the child's development
	
	• Strengths of key person approach are that:
	  • Children are supported and develop better
	  • Emotional development is promoted throughout and impacts on all other areas of development
	  • Parents can build up a supportive relationship with one person
	  • Early Years Educators can get to know children very well and spot issues early
	  • EYEs can feel a sense of satisfaction and work closer with children
	• Negatives of key person approach are:
	  • The relationship between child and key person may not develop well
	  • Parents may not get on with the key person and so feel unsupported
	  • When the child has to move on, they may experience separation anxiety from their key person.
	  • The child may only interact with the key person and not make relationships with other adults.
	
	<u>Making links:</u>	

	• Bronfenbrenner – meso system, parents and key person working together • Bandura – imitating behaviour, particularly of a role model. Accept any other relevant response.	

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